Aboriginal Studies 7–10 (Stage 5) – sample scope and sequence

100-hour

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# Overview

All NSW public schools need to plan curriculum and develop teaching programs consistent with the Education Act 1990 (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements. Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

# Aboriginal Studies 7–10 (Stage 5) – scope and sequence

**Note**: the ‘Term and duration’ column provides general guidance on scheduling and duration of units. Adjust to suit your school context.

Table 1 – Aboriginal Studies 7–10 100-hour scope and sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Term and duration | Learning overview | Outcomes | Assessment |
| Term 1  Weeks 1–10  25 hours | **Aboriginal identities (core)**  Students strengthen their understanding of the diversity of Aboriginal and Torres Strait Islander Peoples’ identities in this unit. Learning activities explore spiritual identity, family structures, and cultural celebrations, expressions and interpretations in a contemporary context. Students explain the impacts of social factors and adaptions in cultural expressions on perceptions of Aboriginal Peoples and the range of relationships between Aboriginal Peoples and non-Aboriginal people. Through the case study, students investigate Cultural celebrations in their local community with a focus on their importance for the maintenance of Aboriginal Cultures and identity. | AST5-IDE-01, AST5-IDE-02, AST5-CUL-01, AST5-FCA-01, AST5-ROL-01, AST5-REL-01, AST5-DAT-01, AST5-INF-01  **Related Life Skills outcomes:** ASTLS-IDE-01, ASTLS-IDE-02, ASTLS-CUL-01, ASTLS-FCA-01, ASTLS-ROL-01, ASTLS-REL-01, ASTLS-REL-02, ASTLS-DAT-01, ASTLS-DAT-02, ASTLS-INF-01, ASTLS-INF-02 | Plan a local NAIDOC event |
| Term 2  Weeks 1–10  25 hours | **Aboriginal Peoples and sport (option)**  Students learn about the significance of sport for Aboriginal Peoples, from traditional sports and games of Aboriginal Peoples and Torres Strait Islander Peoples through to modern participation in sport at all levels. Through an investigation of a sporting event in the case study, students explore the contribution of sport to the breakdown of barriers between Aboriginal Peoples and non-Aboriginal people and communities, including the local and regional Community. Students examine the contribution of sportspeople as role models locally, nationally and internationally, including their significance in challenging racism and discrimination. | AST5-IDE-02, AST5-CUL-01, AST5-FCA-01, AST5-ROL-01, AST5-REL-01, AST5-DAT-01, AST5-INF-01  **Related Life Skills outcomes:** ASTLS-IDE-02, ASTLS-CUL-01, ASTLS-FCA-01, ASTLS-ROL-01, ASTLS-REL-01, ASTLS-REL-02, ASTLS-DAT-01, ASTLS-DAT-02, ASTLS-INF-01, ASTLS-INF-02 | Sportspeople profile series |
| Term 3  Weeks 1–10  25 hours | **Aboriginal enterprises and organisations (core)**  Students investigate how the history of Aboriginal Peoples’ autonomy and governance led to the diversity of Aboriginal enterprises and organisations. They analyse the role and significance of these enterprises and organisations today in furthering the progress of self-determination and autonomy for Aboriginal Peoples. The case study provides students the opportunity to explore the role and activities of an Aboriginal organisation or enterprise using ethical research practices and describe, explain, document and evaluate their findings in a report. | AST5-IDE-02, AST5-FCA-01, AST5-SAA-01, AST5-ROL-01, AST5-DAT-01, AST5-INF-01  **Related Life Skills outcomes:** ASTLS-IDE-02, ASTLS-FCA-01, ASTLS-SAA-01, ASTLS-ROL-01, ASTLS-DAT-01, ASTLS-DAT-02, ASTLS-INF-01, ASTLS-INF-02 | Case study report |
| Term 4  Weeks 1–10  25 hours | **Aboriginal Peoples and technologies (option)**  This unit examines the development and use of Aboriginal Peoples’ technologies over time. Students investigate the sharing and adaptation of technologies between Aboriginal and Torres Strait Islander Peoples and non-Aboriginal people and assess the contribution of Aboriginal Peoples’ Cultural Knowledges to contemporary scientific and technological development and innovation. Through the case study, students investigate ongoing use of Aboriginal Peoples’ technologies and scientific Knowledges, with a focus on environmental management practices and sustainability. | AST5-IDE-02, AST5-CUL-01, AST5-FCA-01, AST5-SAA-01, AST5-REL-01, AST5-DAT-01, AST5-INF-01  **Related Life Skills outcomes:** ASTLS-IDE-02, ASTLS-CUL-01, ASTLS-FCA-01, ASTLS-SAA-01, ASTLS-REL-01, ASTLS-REL-02, ASTLS-DAT-01, ASTLS-DAT-02, ASTLS-INF-01, ASTLS-INF-02 | Research essay |

[Aboriginal Studies 7–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/hsie/aboriginal-studies-7-10-2024/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2024.

# References

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